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DISTRIBUTIVE EDUCATION PROGRAMS IN FLORIDA'S JUNIOR COLLEGES.

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THE PURPOSE OF THIS GUIDE IS TO ASSIST JUNIOR COLLEGE PRESIDENTS, CHAIRMEN OF BUSINESS ADMINISTRATION DEPARTMENTS, AND TEACHER COORDINATORS IN ORGANIZING, OPERATING, AND ADMINISTERING DISTRIBUTIVE EDUCATION PROGRAMS IN JUNIOR COLLEGES. IT WAS DEVELOPED UNDER THE SUPERVISION OF A STATE LEVEL CURRICULUM SPECIALIST FOR DISTRIBUTIVE EDUCATION. THE SECTIONS ARE (1) INTRODUCTION WHICH INCLUDES INFORMATION ON MARKETING IN THE AMERICAN ECONOMY, DISTRIBUTIVE EDUCATION, AT ALL LEVELS AND SPECIFICALLY IN THE JUNIOR COLLEGE, (2) PROGRAM ORGANIZATION WHICH INCLUDES TYPES OF PROGRAMS, ADMISSION REQUIREMENTS AND SELECTION OF STUDENTS, PATTERNS OF ORGANIZATION, AND BASIC COMPONENTS OF THE MIDMANAGEMENT PROGRAM, AND (3) PROGRAM OPERATION AND ADMINISTRATION WHICH INCLUDES STAFF, ADVISORY COMMITTEES, FACILITIES, COCURRICULAR ACTIVITIES, PROGRAM PROMOTION, AND EVALUATION. THE APPENDIX CONTAINS A BIBLIOGRAPHY AND FIVE FORMS FOR USE IN IMPLEMENTING THE MIDMANAGEMENT PROGRAM. (MM)

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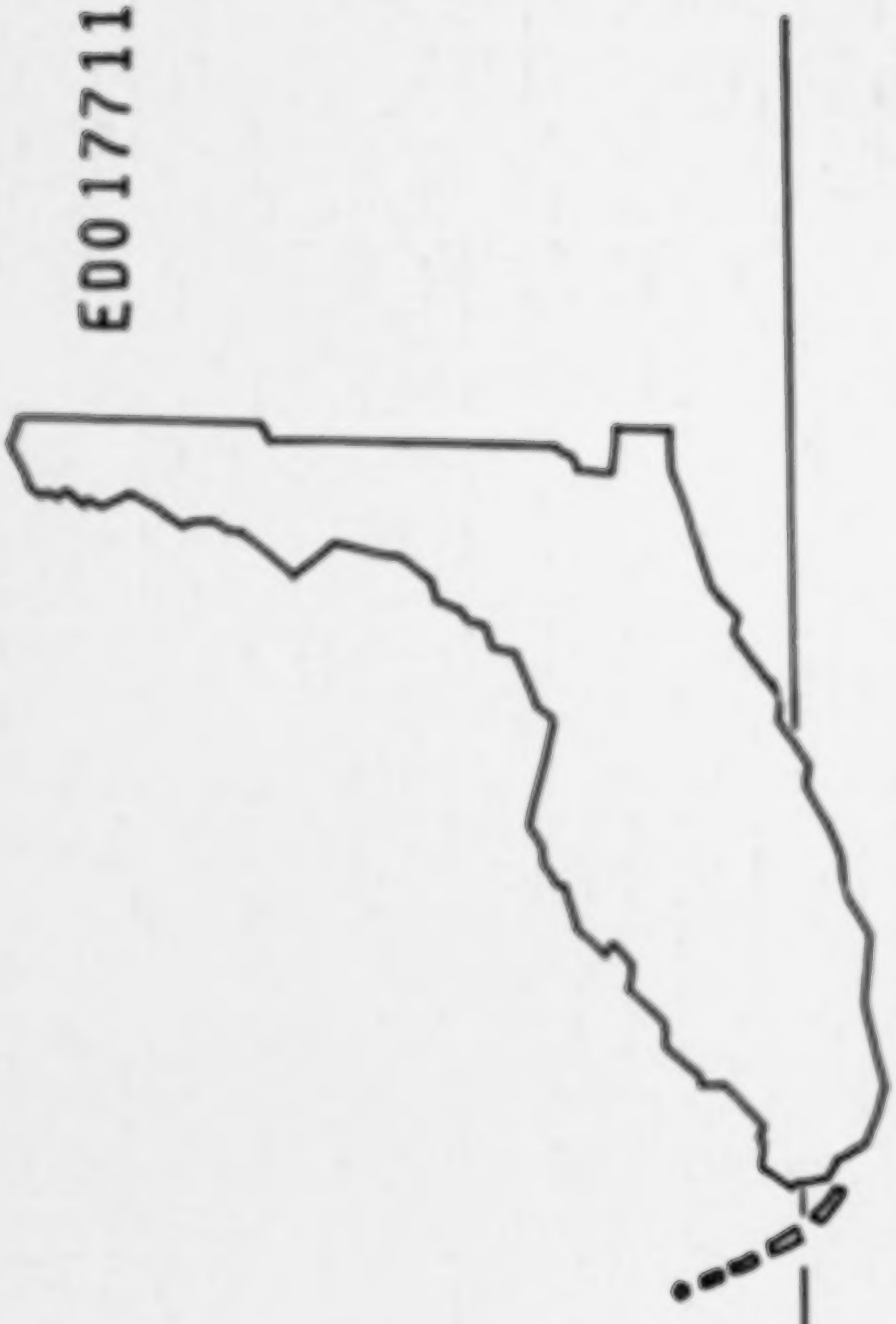

DISTRIBUTIVE EDUCATION PROGRAMS IN FLORIDA'S JUNIOR COLLEGES

THE STATE DEPARTMENT
OF EDUCATION

Floyd T Christian
State Superintendent

TALLAHASSEE, FLORIDA

VT004619

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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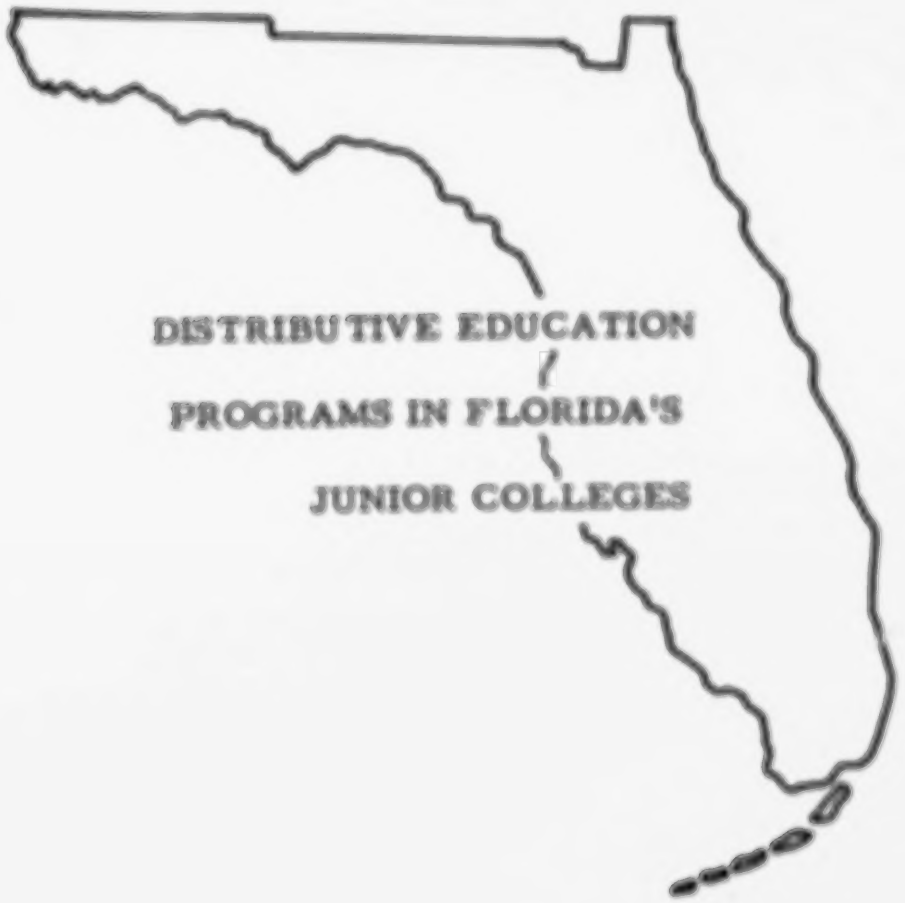

DISTRIBUTIVE EDUCATION PROGRAMS IN FLORIDA'S JUNIOR COLLEGES

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FOREWORD

Distributive education had its inception in 1936 with the passage of the George-Deen Act. This Act provided funds to be made available to states for the launching of a nationwide program designed to provide training for people engaged in or planning to become employed in distributive occupations.

Because of its success, subsequent legislation has expanded the distributive education program and its offerings to include more people. Through the initial efforts of the federal government, cooperation of state governments, and the aggressive activity in many local communities, distributive education is now established as an integral part of the total education program.

This guide is offered to assist junior college presidents, chairmen of business administration departments, and the teacher-coordinators in the organization, operation, and administration of distributive education programs in the junior colleges.

This guide was developed under the supervision of Miss Gail Trapnell, Curriculum Specialist for Distributive Education.

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DISTRIBUTIVE EDUCATION PROGRAMS IN FLORIDA'S JUNIOR COLLEGES

INTRODUCTION

Marketing In The American Economy

Production, exchange, distribution, and consumption form the four major processes in the American economy. Within these economic processes, four kinds of utilities must be created: form, time, place, and possession utility. Marketing serves to create three of these utilities: namely, time, place, and possession. Marketing ties production, exchange, distribution, and consumption together through a continuous process of determining consumer need and demand for a product or service, and directing the flow of those products from the producer to the consumer.

Until the turn of the twentieth century, over three-fourths of our labor force were employed in agriculture, the extractive industries, construction, and manufacturing, with less than one-fourth employed in all other industries. This employment pattern reflected a basically agrarian economy. The movement of goods from producer to consumer was relatively simple, and the limited variety of goods required modest effort by the distributive segment of the economy. (13)

With the advent of the Industrial Revolution and the introduction of mass production in this country, the distributive segment grew in importance and complexity. Today distribution and marketing represent the largest single segment of our economy as approximately fifty-four percent of the labor force are employed in the broad fields of sales and service.

The marketing component in retail prices today represents over fifty percer of the price and an equivalent amount in value added. There is every indication that this trend will continue as our capacity to produce has far exceeded our capacity to distribute. The importance of distribution and marketing in our economy is further emphasized in that each of America's more than four million business firms has a product or service to sell. The security of the investment, stability of employment, and profitability and success of each business is dependent upon the effectiveness of the marketing process.

A United States business executive recently said:

> "We have entered into a period which is generally called the 'Atomic Age' or 'The Age of Automation' but surely it should be called 'The Age of Distribution' because without the creation of innovations in distribution, the full realization of our technological abilities will not be possible." (10)

In the marketing complex, personal services plays the predominant role as the opportunity for automation and mechanization is less extensive than is possible in the production of goods. The high rate of employment turnover and the failure rate of small businesses are traced directly to the inefficiency and incompetency of personnel because of the lack of appropriate training. This is evidenced in a recent report published by the Committee for Economic Development which identified the education of labor as the second most important factor in accounting for economic growth -- second only to the increase in total employment. (10)

The employment outlook in Florida further substantiates the importance of distribution and the need for qualified personnel. Tourism ranks as the major economic contributor to the state, as the Florida Development Commission discloses that approximately 800,000 visitors can be counted in

Florida on any average day. In examining employment by industry group, statistics reveal that over fifty percent of all persons employed in Florida work in those industries most concerned with marketing, which includes transportation, communication, and public utilities; retail and wholesale trade; finance, insurance, real estate, and services. (6)

The greatest need in employment in distributive occupations at both the local and national level is for skilled and semi-professional workers. These levels of competency have experienced the greatest increase in employment over the last decade. At the same time, however, they have experienced the greatest shortage in labor as the demand for qualified workers has far exceeded the number available.

The junior colleges in Florida can assume a vital role in developing a sound educational program which will meet this challenge. Dr. Rufus W. Beamer of the Virginia Polytechnic Institute stated at a recent convention of the American Vocational Association:

> "Every American will not become all that he may become unless he is given the kind of education that will prepare him to earn a living, and to live a life. Moreover, America will not become all she is capable of becoming unless each of her citizens is given an opportunity to prepare for and engage in some type of gainful employment. Distributive education has an important role to play in the realization of these concepts." (4)

Distributive Education

Distributive education is a program of instruction in vocational education designed to prepare persons to enter a distributive occupation or an occupation in which a distributive function appears, or to upgrade employees, managers, and owners engaged in distributive activities. The distributive education program presents a scope and sequence of instruction

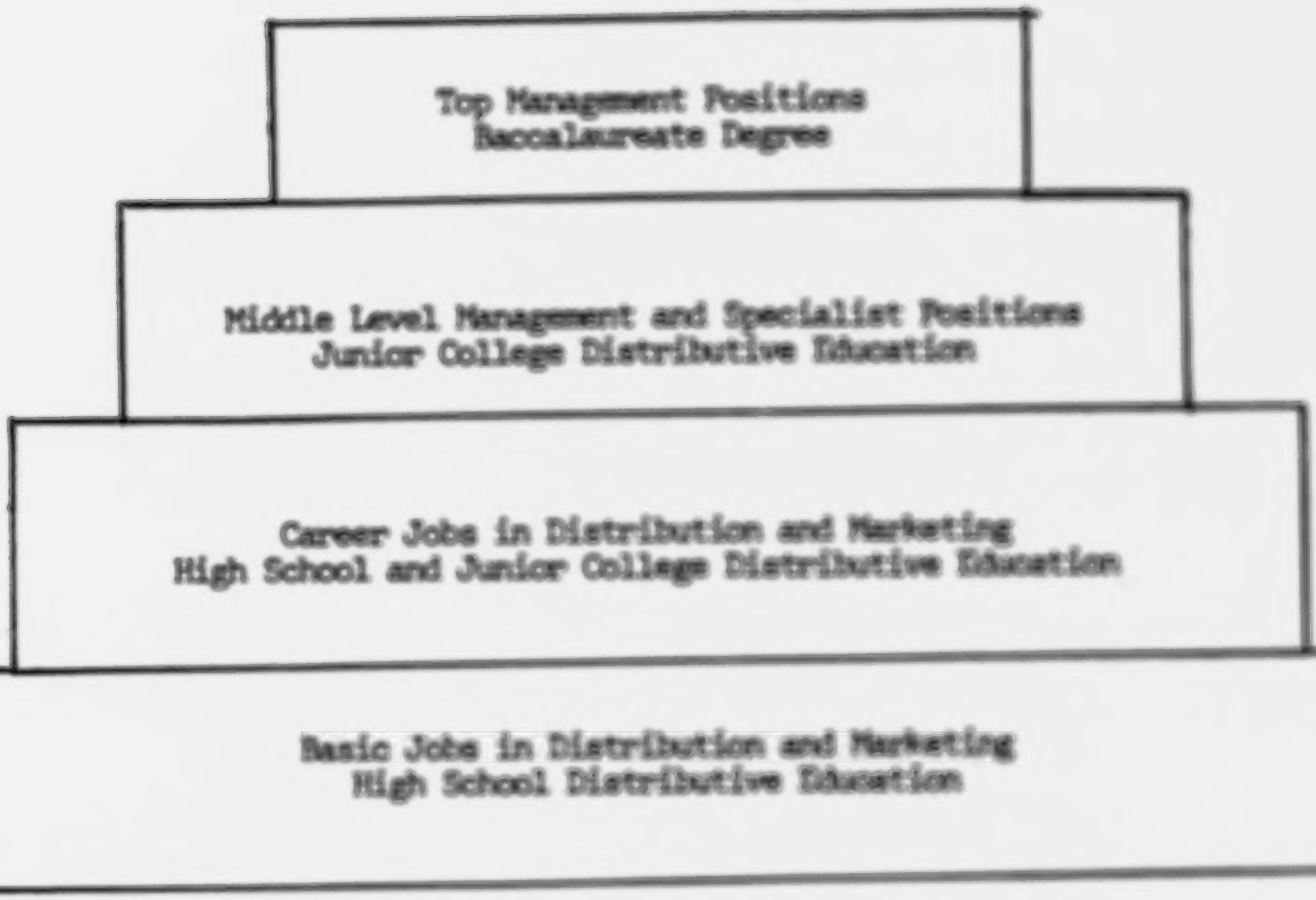
through various educational institutions including high schools, area vocational-technical schools, junior colleges, and adult education centers.

Distributive occupations are those followed by persons engaged in marketing activities when (1) distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry or selling services, or (2) managing, operating, or conducting retail, wholesale, or service businesses.

Distributive Education In The Junior College

Distributive education at the junior college level is primarily designed to develop the occupational competencies required for the acquisition of and advancement in junior executive positions in the field of marketing and distribution. The program of instruction is referred to as the Mid-Management Program in that it provides extensive coverage of general content areas with special emphasis on operational management.

The Mid-Management Program is a part of the broad continuum in the educative process directed toward the self-realization of the individual student. It is concerned with the discovery and nurture of the individual's interests, abilities, and aptitudes which necessitates an individualistic and flexible approach. The immediate concern is the development of occupational competencies required for employment in semi-professional positions in marketing. This level of competency lies between the semi-skilled and entry jobs, for which a high school diploma would normally be required, and the professional and top management positions which usually require a four-year college degree. (7)


Top Management Positions
Baccalaureate Degree
Middle Level Management and Specialist Positions
Junior College Distributive Education
Career Jobs in Distribution and Marketing
High School and Junior College Distributive Education
Basic Jobs in Distribution and Marketing
High School Distributive Education

Four Occupational Levels in Distribution and Marketing

Post Secondary Distributive Education: A Suggested Guide for Administrators and Teachers, U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C., April, 1967, p. 38.

The objectives of the Mid-Management Program may be stated to include:

1. To develop an understanding of the social and economic responsibilities of those engaged in marketing in a free, competitive society.
2. To develop a broader understanding of the basic concepts, functions, and activities inherent in the marketing process.
3. To develop managerial skills essential to success in distributive occupations which would enable the student to lead a rich and rewarding life as a productive member in his community.
4. To encourage continuous education for all levels of distributive occupations to meet present day needs.

PROGRAM ORGANIZATION

Types of Programs

1. General Marketing Program

   The general marketing program provides for the study of the composite of marketing activities. It is designed to give the student a broad background of all processes involved in marketing, and to develop those occupational competencies required for mid-management positions in the field.

2. Specialized Marketing Program

   The specialized marketing program is designed to provide a program of instruction to meet the employment demands and business needs of a specific industry or institution within a particular community or area. The program may be specialized according to function, i.e., advertising, fashion merchandising; or according to institution, i.e., hotel and motel management, banking.

Admission Requirements and Selection of Students

General admission requirements include graduation from an accredited high school, passing a physical examination, and scoring a specific grade on the Florida State-Wide Twelfth Grade Test and/or School and College Ability Test. The score required on these tests varies among the individual colleges. Some institutions maintain an open-door policy.

Upon the student's admission to the college, he should apply to the distributive education department for admission to the Mid-Management Program.

Selection of students into the program should be based on the criteria of expressed interest in pursuing a career in the field of distribution, and the ability to profit from the instruction. This may be determined through personal interviews, a review of the student's academic record, a review of his occupational experience, references, and through appropriate aptitude tests and interest inventories.

Patterns of Organization

The specific organizational pattern of the program may be tailored to meet the needs of the students according to the purpose of the program. One of the following patterns of organization may be implemented by the junior college institution:

1. Plan A

   Plan A prescribes a two-year associate degree program in which the student is enrolled in both classroom instruction and occupational experience simultaneously. The student may spend the morning part of the day in classroom studies and the afternoon in job training. In some locales, it may be possible to place two students in one training agency, whereby one student receives his on-the-job training in the morning and the second student in the afternoon. This arrangement serves a greater number of students in those areas where the number of cooperating training agencies is limited.

2. Plan B

   Plan B is characterized as a two-year associate degree program in which the student alternates terms in school with terms of full-time employment. Under this type of arrangement, a student may be

placed in a training agency outside of the local community. This is especially practical when the student's home is at some distance from the college and/or when the student desires employment with a particular company. It is also possible to alternate two students on one job under this plan.

3. Plan C

To more effectively meet the needs of the students, a combinatio of plans A and B may be adopted by the institution. Under a combination plan, one group of students may be employed part-time during the day, while another group of students may be employed during alternating school terms. This arrangement places a greater responsibility on the teacher-coordinator as scheduling of classes and placement of students become of major importance.

Basic Components of the Mid-Management Program

The Mid-Management Program consists of two basic components: classroom instruction and occupational experiences. The learning experiences provided in the classroom include studies in the marketing discipline, general education, and the technology inherent in the occupational clusters of jobs identified by the student as being his career objective. The occupational experience is provided according to a cooperative arrangement between the college and the business whereby the student is placed in a distributive occupation for a designated period of time in which he follows a pre-determined plan of learning experiences. Both the classroom instruction and occupational experience are carefully coordinated to implement and supplement each other. This inter-relation of instruction is emphasized in the occupational seminar which is held in conjunction with the student's occupational experience.

1. Classroom Instruction

Objective

The major objective of classroom instruction is to provide appropriate and comprehensive learning experiences in prescribed areas whereby the student can develop the competencies required in pursuit of his career objective.

Four competencies are designed as being basic to the achievement of an occupational objective in the field of marketing. These competencies include:

a. A social competency -- Marketing is "people-oriented"; therefore, personal appearance, habits, attitudes, and an understanding of human relations are qualifying factors in employment. The junior college graduate is expected to be able to effectively and efficiently supervise the work of other employees.

b. A basic skill competency -- This constitutes the ability to continually apply the basic skills of communications and mathematics to the employment situation. The student should be able to read and interpret communications, and be able to prepare reports and records containing qualitative and quantitative concepts used in mid-management positions.

c. A marketing competency -- This is described as a working knowledge and understanding of the various processes involved in marketing and the ability to perform one or more of its basic functions. The marketing competency also incorporates an economic competency related to the understanding of corporate goals,

fundamentals of the American economy including the free enterprise system and the profit motive, and other forms of economic systems.

d. A technological competency--This becomes the focal point upon which other knowledge and skills are applied, as it constitutes a functioning knowledge of the speciality and/or uniqueness of the particular field of employment (2)

"The stress on competency should not be overlooked. Vocational integrity or vocational excellence is irrevocably tied to the attainment of each competency appropriate to the occupational objective of the student. Both teacher-coordinator and student must recognize the competencies demanded for the chosen occupational objective and be able to identify progress toward that goal. Qualifications essential for successful performance in various distributive occupations and at various levels within these occupations must be obvious to potential employers." (13)

Content

In developing a curriculum for any occupational education program, one of the first questions to be answered is the proper balance between education essential to employment and education for an informed responsible citizenry. (3) It is felt that a proper balance is achieved when the student spends about one-third of his time in general education and elective subjects, and about two-thirds of his time in his vocational speciality acquiring technological skills, marketing concepts, and social attitudes.

Courses of study in the general education area should include an understanding of human relations, psychology, sociology, the study of mathematics, accounting, economics, and the communicative skills

obtained through the study of composition and speech.

The vocational specialty area includes the study of the basic activities inherent in the marketing process and those institutions engaged in performing these activities. The management practices inherent in these activities and institutions constitute a basic part of this study. Specific courses may include marketing, retail merchandising, wholesaling, finance, money and banking, salesmanship, transportation, sales promotion, business law, principles of management, and/or personnel management. Technological courses directly related to the student's career objective are also included in this area, i.e., hotel-motel management, front office procedures, food and beverage control, textiles, restaurant management.

The degree of attention given to any one of these areas is necessarily dependent upon the student's career objective, his background, including his formal education, environment, and his previous occupational experience.

Sequence and Articulation

A planned sequence of courses which allows for flexibility should be developed. The sequence should proceed from a general base of introduction to specific instruction related to the student's career objective.

Each student's program should be planned according to his individual needs, background, and career objective. Students without any previous occupational training or experience may be placed in a program of studies that starts with fundamentals. Students with background

deficiencies may need to begin with remedial instruction. Graduates from high school vocational programs and those with occupational experience may proceed with a more advanced program of study. (3) Flexibility in program planning is, therefore, a major characteristic.

Careful attention should be given to articulating the curriculum of the high school and the junior college institution to insure continuity and to avoid undue overlapping. As stated previously, flexibility in programming is necessary for those students who have successfully completed a high school distributive education program as compared with those students who have had no previous occupational experience. Duplication and/or repetition of learning experiences provided in high school should be minimized.

It should be recognized that no educational program is terminal, and therefore, a number of mid-management students may wish to continue their formal education at four-year institutions. Thus, as a secondary consideration in meeting the needs of those students who first desire to develop occupational competencies which will make them employable at the semi-professional level and to secure an associate degree, and then continue their education in pursuit of a bachelor's degree, attention should be paid to articulating the curriculum of the junior college and the senior college institution.

The elective courses of the student who desires to transfer should be designed to parallel the requirements of the senior institutions. In no instance should a compromise be permitted in first achieving the competencies needed for employment and growth within a specific occupation or occupational cluster.

With these provisions, "it becomes the privilege of the junior college institution to include transfer as a sub-objective of the vocational curriculum. It becomes the decision of the student, as he matures in his vocational plans to seek transfer to a baccalaureate program. It becomes the prerogative of the senior institution to accept in transfer all, some, or none of the occupational course work." (3)

2. Occupational Experience

Objectives

The objectives of providing and requiring occupational experience as part of the mid-management curriculum include:

a. To orient the student to the occupational field in which he is interested.

b. To provide direct business experience whereby the student may personally observe and participate in the application of classroom studies in the business world.

c. To further develop the student's understandings, appreciations, and competencies demanded in pursuit of his occupational objective.

d. To provide a potential occupational contact for a future business career.

Criteria for Occupational Placement of Students

For an occupation to be suitable for the training of a mid-management student, it should meet these basic criteria:

a. The occupation must be a distributive occupation. Distributive occupations are those followed by workers directly engaged in

merchandising or marketing activities when:

(1) distributing to consumers, retailers, wholesalers, and others the products and services of farm and industry.

(2) managing, operating, or conducting a retail, wholesale, or service business.

b. The training proposed for the student should provide practical job experiences which are correlated with and supplement the classroom instruction.

c. The occupation should have advancement potential and should be sufficiently important as to require training and to justify college credit.

d. The training experiences proposed should be meaningful and flexible to stimulate the interest of the student and to further develop those competencies necessary in realizing his occupational objectives.

Selection of Training Agencies

The following criteria should be evaluated in selecting a training agency:

a. Cooperation of the employer and his understanding of the total program.

b. Satisfactory working conditions in relation to health, morals, and safety.

c. Good reputation in the community in regards to social, economic, and labor relations.

d. Competency of training sponsor.

e. Accessibility of establishment to the student.

Ultimately, the training agencies for student employment should be selected by the teacher-coordinator with the approval of the advisory committee and the college administrator.

Student Qualifications and Placement

The primary consideration in student placement is the career objective of the student. Regardless of the quality of a potential training agency, unless experiences will be provided for the student to become proficient in his chosen vocation, it is not the appropriate training agency for him.

If the junior college institution operates under Plan A, the student may be placed in a training station upon successful completion of the first term's academic work upon recommendation of the teacher-coordinator, and would be employed for each ensuing term thereafter. Exception to this may be made in the case of students who have satisfactorily completed a distributive education program in high school. These students may continue their occupational training without interruption upon the recommendation of the teacher-coordinator.

Individual students vary in ability to handle academic work and occupational experience simultaneously. The extent of this ability should be taken into consideration in determining the number of hours the student should be employed per week. However, a minimum average of fifteen hours per week at a training agency approved by the school is recommended.

If the junior college institution operates under Plan B whereby the student is employed during alternating terms, the student should

be employed for a minimum average of 35 hours per week.

Under this plan the student may be employed for a minimum of two terms. The first term of occupational experience may be initiated upon the successful completion of one term of academic work or after successful completion of the first year's academic work, upon recommendation of the teacher-coordinator.

Specific placement of the student in the training agency can best be accomplished by the coordinator selecting several qualified students to apply for a particular job with the final selection left to the discretion of the business firm. Although the teacher-coordinator will give assistance where possible, the ultimate responsibility for securing an acceptable occupational situation in a business establishment rests with the student.

Training Plan

Depending upon the career objective of the individual student, a job rotation or training plan should be developed whereby the student is assigned varied responsibilities within one particular business, or whereby the student is assigned varied responsibilities in several business establishments of the same type.

The experiences provided should reflect a consideration of the student's needs and career objective and the requirements of the occupational field. These experiences should be closely coordinated with the classroom instruction, and should provide for a sequential arrangement of learning activities and responsibilities.

From this schedule, a training agreement should be developed wherein the responsibilities of the cooperating employer, the student,

and the coordinator are specifically defined. This agreement should be signed by all three parties, and should be placed in the student's personal file for continual reference.

The coordinator may want to mail a copy of this training agreement to the parents or guardian of the student for their reference and understanding of the objectives of the program and the responsibilities of the student therein.

Training Coordination and Supervision

The teacher-coordinator should schedule periodic visits to each student's training agency. These visits should accomplish the following objectives:

a. Determine student progress on the job.

b. Determine degree of adherence to training plan.

c. Determine accuracy and quality of the student's work.

d. Determine aspects of job in which the student needs the most improvement.

e. Obtain information and materials for developing individual assignments and instruction directly related to the student's specific job.

f. Determine effectiveness of training provided.

g. Prevent employer exploitation of the student.

Oral and/or written reports concerning the student's progress and achievement should be solicited from the employer periodically during the employment period. These reports supplement the written evaluation sent to the coordinator by the employer at the close of each employment term. Any adjustments that may seem necessary or advisable should be arranged at that time.

Occupational Experience Seminar

In conjunction with the student's occupational experience, and to integrate the classroom instruction and occupational experience, each student should be enrolled in a seminar conducted by the coordinator. This seminar should be devoted to the discussion of the student's experiences, his progress on the job, and a review of the employer's written evaluation of his job performance. It should include an analysis of the challenges which confront him on the job and possible solutions, avenues of advancement for the student, and noticeable changes in his attitudes, appreciations, and understandings. Individual assignments should be based on the student's responsibilities and the pre-developed training plan.

For the first-term students who have had no previous field experience in distributive education, the coordinator may select to hold a weekly seminar for two to three hours with this group. Discussion here would be devoted to an orientation and introduction to distributive education, and to a review of the fundamentals taught in the secondary distributive education curriculum. This should serve to bring these students more closely abreast with the experienced distributive education students by the beginning of the second term. Credit for this particular seminar would be limited to two to three hours.

Under Plan A, the seminar should meet an average of one hour per week as scheduled by the coordinator. Under Plan B, the student should return to the campus the last week of the term for a five-day, three-hour per day seminar scheduled by the coordinator. Or, if the

students are working in close proximity to the campus, the coordinator may schedule a weekly seminar with the individual students either at the college or at the student's place of employment. First and second year students under Plans A, B, and C should be scheduled for <u>separate</u> seminars rather than combining the group for one seminar.

Credit should be a minimum of three (3) credit hours per term for the combined seminar and occupational experience under Plan A (one hour credit for the seminar and two hours for the occupational experience). Under Plan B, credit should be a minimum of six (6) hours per term (two hours credit for the seminar which includes classroom hours, research, and term assignments and four hours credit for the occupational experience.)*

*Credit is computed on the basis of semester hours. Adjustments to quarter hours should be made accordingly.

PROGRAM OPERATION AND ADMINISTRATION

Administration deals with all of the activities in the distributive education department. The purpose of administration is to allocate personnel, facilities, and materials to those tasks which need to be carried out. Administration also provides procedures by or through which the necessary direction and control of departmental operations may occur.

Administrative work of a distributive education department would be similar to that of other departments of the institution and would include responsibilities such as the following:

1. Selecting, orienting, and supervising the distributive education staff.
2. Developing and maintaining administrative procedures and necessary department records.
3. Informing, counseling, and placing students desiring careers in distribution and marketing.
4. Designing, developing and maintaining adequate instructional and staff facilities.
5. Preparing and managing the departmental budget and reimbursement schedules.
6. Establishing effective communication with high schools and other educational institutions, state agencies, and groups in business and industry.

The distributive education department head is responsible for the above, but may delegate certain aspects of these activities to departmental staff

or supporting personnel. Well planned administrative policies and procedures are essential to an effective distributive education department. (13)

Staff

A competent staff is one of the indispensable elements of an effective and efficient Mid-Management program. A well qualified department head complemented by a competent and energetic staff of distributive instructors will provide a productive Mid-Management program. (13)

Qualifications of Staff Members

The selection of an individual for the position of teacher-coordinator of the Mid-Management program is a key determinant to ultimate program growth and development. Although requirements or standards for employment may vary from one junior college institution to another, the following qualifications are considered basic for an effective staff member.

1. Academic background

   The staff member must hold a bachelor's degree, although a master's degree is preferred. The academic background should reflect a broad knowledge of the marketing discipline, including technical competency in the area in which he is to teach. It should further include an understanding of vocational education, the psychology of learning, and principles, methods, and materials for teaching with specific emphasis in teaching vocational distributive education.

2. Occupational experience

   The staff member should have a minimum of two years field experience including occupational experience at the supervisory level. This experience should be directly related to the area in

which he is to teach and related to the types of jobs in which the students expect to train.

Teaching experience in a secondary distributive education program is also preferred. These teachers have both the classroom and the coordination experience with the students and the businessmen on the job.

3. Personal traits and characteristics

The staff person in the Mid-Management Program plays numerous roles in the performance of his responsibilities, including the role of teacher, coordinator, counselor, and public relations expert.

As such, he should possess the ability to motivate persons of different age levels, capabilities, educational and cultural backgrounds and occupational goals. He should be perceptive in recognizing the needs of the individual students. He should possess those qualities which will enable him to work effectively with college administrators, advisory committees, employers, and civic organizations. Good physical and mental health, imagination, enthusiasm, and an interest in continued educational growth should be prime requisites for employment.

Size of the Staff

The size of the staff will vary directly with the scope of responsibilities delegated to the distributive education department in the institution and the number of students enrolled. In determining the size of the staff, always it should be remembered that quality instruction cannot be maintained by an overloaded staff. As more students or respon-

sibilities are given a department, staff generally must be increased.

The scope of program responsibilities will depend upon the institution's organization. If activities such as placement, adult education, or public information are centralized, the distributive education departmental effort in these areas would be reduced over what it would be if the distributive department had total responsibility for such work. (13)

Teaching Load

The teacher-coordinator should be given sufficient time to organize, plan, and supervise the program. This necessitates carrying less than the full teaching load, as the teacher-coordinator works on a more personal basis with each individual student.

It is recommended that the teacher-coordinator carry a maximum classroom teaching load of nine hours which includes a minimum of six hours in marketing courses plus the seminar and coordinating activities for the program.

During the developmental period of the program, a light enrollment should be allowed after which time a sufficient number of students should be served to justify offering the program. It is recommended, however, that the student load not exceed thirty to thirty-five students per teacher-coordinator.

Responsibilities of the Teacher-Coordinator

Responsibilities to the student

1. To offer vocational and educational guidance.
2. To interpret the basic concepts and functions distribution.
3. To develop through the curriculum offerings, supervisory and managerial skills in business and human relations.

4. To meet the occupational needs of the students through technical knowledge, proficiency and progressive training experience.
5. To meet the leadership needs of the students by encouraging extra-curricular school and club participation.
6. To encourage the concept that education is not terminal in nature, but a continuous process of formal and informal instruction.
7. To aid the students during and after their formal training in the general area of employment.

Responsibilities to the School

1. To conduct necessary surveys to determine that the curriculum reflects the current community needs.
2. To inform the administration and faculty of current distributive education thought.
3. To aid departmental faculty members by apprising them of the current business climate as an assistance to their curriculum enrichment.
4. To conscientiously comply with all reports and details necessary for smooth program functioning.
5. To inform and work with the guidance department on mutual problems concerning vocational education.

Responsibilities to the Advisory Committee

1. To consider their counsel in the establishment of community objectives for training.
2. To seek their guidance periodically in an evaluation of the total program's progress.
3. To report to them the progress on current programs.

Responsibilities to the Business Community

1. To fully acquaint the cooperating employers with their obligation for progressive training experience.
2. To suggest to the businessmen the best candidates possible to meet their business needs.
3. To keep the businessmen fully informed of latest business research and school offerings that will be of benefit to them.
4. To provide assistance in evaluating the student's progress on the job.
5. To encourage programs of further education to those presently employed.
6. To participate in business and civic organizations.

Responsibilities to Himself

1. To keep abreast of the principles, understandings, changing trends and activities of marketing and distributive education.
2. To contribute effort and time toward the professional organizations of education and business.

Advisory Committees

A public junior college serves the public, and is, in turn, supported by it. In the development and operation of the Mid-Management Program, there are many diverse elements in the economic structure of the area which must be considered. An advisory committee can function as a vehicle through which the needs and interests of the area are made known, are

considered, and are served, thereby bridging the gap between the junior college and the various elements of the public.

Selection of Committee Members

1. Personal qualifications of the members

   Experience -- Members should have recent, successful, first-hand practical experience in the area in which the committee is to serve.

   Available time -- Close contact and periodic committee meetings require that each member have adequate time to devote to this work.

   Character -- Committee members should be people of integrity, keen mind, and unselfish spirit. They should be responsible, civic-minded and cooperative.

2. Composition of the advisory committee

   To create a functioning committee, members should be selected from representative organizations and groups within the local area. A well-balanced group of employers and employees should be included from such areas as sales and service occupations, hospitality, retail and wholesale trade, manufacturing, employment services, labor organizations, transportation, banking, insurance, school and other governmental agencies.

   As area needs and interests appear, advisory committees of various sizes and of temporary or permanent nature may be established.

   Typically committees have from five to nine members appointed for a three year term with rotation of appointments so that only

one-third of the membership is replaced each year. A chairman, co-chairman, and secretary should be selected from the members. According to the nature of the advisory committee, the teacher-coordinator should be an ex-officio member, and should serve as a consultant or adviser to the committee.

Functions and Contributions of the Advisory Committee

1. Advise the college administration on the educational needs of the area by assisting in the work of area surveys.
2. Recommend and assist in establishing area training standards.
3. Keep the college abreast of the changing needs and interests of the public, industry, labor, and governmental agencies, thereby enabling the college to more effectively mold and develop instructional programs of benefit to the area.
4. Recommend applicants for training on the basis of qualifications required by the organization in which the student is to be taught, and assist in obtaining jobs for graduates who have successfully completed the program.
5. Provide financial assistance in the form of equipment and supplies.
6. Enable the students to develop a more realistic evaluation of employment opportunities and preparation for employment.

The use of advisory committees enables the school authorities to build this management program that are based upon the real needs of the community and adjust to changes that may be needed. The confidence of the public is secured when the experiences and counsel of responsible

businessmen are solicited and acted upon by the school. No better sounding board or public relations medium can be found than in the active advisory committee.

Facilities

Well designed facilities enhance instructional effectiveness. Attractive, comfortable facilities create an environmental impact upon the students and the public who use the facilities. The impression of the Mid-Management program held by students and the public is often affected by the quality of facilities utilized.

The great diversity of curriculums, people to be served, and content to be taught makes rigid recommendations on facilities impossible. However, general factors can be reviewed for guidance in planning facilities for the Mid-Management program.

The planning of facilities should begin as soon as the need for the program has been determined and the objectives established. With the need and the objectives established the general space and equipment requirements for the Mid-Management program can be described. Specific details on layout, laboratory and class equipment can be developed as the curriculum and instructional procedures are identified.

Space requirements should be provided according to estimated needs projected several years in advance, perhaps five to seven years if possible. The allocation of adequate space in advance will permit effective initial development as well as allow emerging additional space needs for the Mid-Management program to be integrated into the regular expansion plans of the institution.

Equipment for the program should be provided to meet current instructional needs. Additional equipment may be placed on a program of acquisition according to planned course additions and expected enrollment increases. An acquisition and replacement schedule for equipment should be established early during the planning phase even though replacement may not be anticipated for some years.

The space provided for the Hit-Management program should be in one location within a building. This suite or cluster of rooms should have both the instructional and staff space if possible. Dispersion of facilities throughout a building or buildings is definitely not conducive to sound program development and operation.

At least three types of instructional facilities are required even for a modest number of students and a minimum Hit-Management curriculum. These would be (1) classrooms for group instruction, (2) combination classroom and conference type room for small group instruction and project activity, and (3) one or more laboratories designed for the instructional needs of the specialized courses in the curriculum. The laboratories would be used for demonstrations, practice, project work, and individual instruction.

The facilities should be of a quality and standard comparable to the occupational environment generally found at middle level positions in distribution and marketing. Throughout the entire facility the use of carpeted floor surfaces, textured walls, variable lighting, color combinations, and acoustical surfaces will ensure an environment that will produce the best in learning atmosphere. (13)

Co-Curricular Activities

To complement and supplement the instructional program, a youth organization has been specifically designed for students enrolled in the Mid-Management Program. This organization is entitled the Florida Association of Managerial Education, otherwise known as FAME. This organization constitutes the post-secondary division of the Florida Association of the Distributive Education Clubs of America, which is affiliated with National DECA.

Any student enrolled in the Mid-Management Program is eligible for membership in his local FAME Chapter, the state organization, and National DECA. Each chapter elects its own student officers, and the teacher-coordinator serves as the chapter advisor. All chapters within the state comprise the State Association of FAME, which is under the leadership of the State FAME advisor. Chapter delegates elect the state FAME officers at the annual leadership conference. National DECA is composed of State Associations. Student delegates elected by each state in turn elect their own national officers at the national leadership conference.

Chapter activities are recognized as part of the educational program because of their development of leadership ability, professional attitudes, better citizenship characteristics, and social growth of the individual. (3)

The FAME chapter is "the avenue for student achievement and progress. Through its activities, students with an interest in marketing and distribution are attracted to the Mid-Management Program. Chapter activities include social, civic, professional, and benevolent activities, as well as projects which provide for school and community betterment." (3)

A project competition program is designed to provide incentive, encouragement, and recognition to Mid-Management students showing outstanding individual and/or group participation achievement. Every effort is made to

make each activity realistic and helpful as an educational experience for the participants.

It is recommended that one business meeting and one professional meeting be held monthly. Under no circumstances should either of these meetings be scheduled during the occupational seminar or during regularly scheduled class hours.

Program Promotion

Promotion is an essential part of the Hi-Management Program. The program must be continually explained, promoted, and publicized to the community and the educational system for it to be successful. This promotional phase of the program is just as important in education as selling is in the field of merchandising. The promotion of the program is a never ending process of educating and developing the attitude of the total community to one of acceptance, approval, and support of the Hi-Management Program. Several methods of promotion are suggested below.

1. To the Administration, Guidance Personnel, Faculty, and Students

   (a) Handbook

   A handbook or pamphlet may be developed of either printed or mimeographed materials to be given to interested personnel. It should contain entrance recommendations, information concerning course credits, and an explanation of on-the-job training.

   (b) Brochures

   A brochure may be similar to the handbook but briefer and presented to counselors, potential employers, parents, and students explaining the opportunities of the Hi-Management Program.

(c) Projects

Any number of special projects may be undertaken, such as those in which the students aid the community by participating in various fund drives (e.g. Heart Fund, United Fund), helping underprivileged families or persons during the Thanksgiving or Christmas seasons.

(d) Group Meetings

In cooperation with the administration and faculty, this area offers unlimited opportunities to present the Air Management Program to the students in the school. Many times it is possible to present complete programs or to take part in a program that is presented to multiple or single classes.

(e) Displays

Various kinds of school displays are excellent attention-getters. Some of the possibilities are outlined.

[1] Small window. This small area can tell the story of employment and training. Students can prepare these displays as individual projects. Window should be changed frequently.

[2] Large area or window. The large area or window can be a class project and is especially effective if used at particular times of the year. For example, pictures of students at work in their various jobs is an excellent recruiting tool. The success stories of former students is a good interest arouser.

(8) Posters. Posters may be utilized throughout the year in creating and stimulating interest in the program. By locating posters in strategic positions in the school, the entire student body gets the Bid-Management message.

(9) Bulletin board. Here, as in the other display methods, student pictures, success stories, training agency explanation, and club activity publicity may be displayed. Some coordinators find the bulletin board an especially effective way to promote the program through seasonal displays.

(10) Scrapbooks and photographs. Such a permanent record of past happenings and events of interest in the Bid-Management Program are especially helpful in stimulating the interest of prospective students.

(11) Mobile folding display. This kind of display could consist of a movie projector, screen, and slides. It could attractively and very effectively display almost any of the materials previously mentioned in this section, and the very mobility of such a display would add greatly to its effectiveness and ability to attract and hold attention.

5. To the Community

A great many media exist for dispensing and receiving favorable publicity for the Bid-Management Program. A few of these are listed below. Coordinators in the community will determine the relative merits of each.

(e) Most colleges have a periodical for printing newsworthy material concerning club activities and other interesting events.

(f) The local newspaper is usually anxious to receive news and pictures of program or club activities, events, projects, and of the academic progress of the individual student. Care should be exercised to get material to the paper immediately. Editors are not interested in "stale news."

(g) Many companies and institutions have their own publications. Such favorable publicity concerning the students employed by such companies may be received from releases concerning those students to their publications.

(h) The DPE Newsletter is an inter-chapter newspaper which informs Kiwanis programs of DPE chapters in Florida of successful projects and other news of interest in the state. Such items should be sent to the DPE State Advisor, State Department of Education, Tallahassee, Florida.

(i) The DPE Bulletin carries pertinent news at the national level of all affiliated chapters. Such items should be addressed to the Editor, 1201 16th Street, N. W., Washington, D. C. 20036.

(j) Almost all colleges have a yearbook depicting the activities of the students, faculty, athletic teams, social clubs, and other activities of interest. Many colleges charge a fee to the individual clubs for publicity in the college annual. If such a fee is charged, the Kiwanis club should budget money early in the year for publicizing information concerning their activities

in the college annual. Many times employers will purchase advertisements in the college annual in which they will picture their Mid-Management trainees, thus giving publicity to the company, to the student, and to the program.

B. Miscellaneous

(a) Radio and television stations

All broadcasting media are required by law to allocate a certain amount of time for public service. The Mid-Management Program can qualify for this service. Stations may not only allow you to use their facilities for presentation of the Mid-Management story, but may also assist you in preparation of the material for doing so.

(b) Direct mail

A personal letter from the coordinator is extremely effective in communicating with prospective training agencies, active training agencies, or others in the community. The value of the personal letter is exceeded only by a personal visit.

Some colleges provide employers with schedules of coming events. This may not only be appreciated by the employer, but will assist him in scheduling student work hours so that students may attend college or club activities.

(c) Special events

Many opportunities are provided during the school year to promote a better understanding of Mid-Management Programs and to encourage college and community support. These same opportunities also enhance the social privileges of the student.

Some proven examples are:

[1] The Early Bird Breakfast. It is recommended that this event be held very early in the school year. Consideration may be given to inviting college administrators and the advisory committee to participate.

[2] Advisory Committee Breakfast, Luncheon, or Dinner. This is a very successful means of acquainting the student with the members of the Committee.

[3] Field Trips. Trips and tours are effective ways of exposing students to fields of endeavor that are new to him.

[4] Open House. Through this kind of visitation, parents and employers have an opportunity to observe what the students are doing.

[5] District, State, and National Conferences. Attendance at the State Leadership Conference is a privilege for students who have excelled in different facets of the program. The club may, if feasible, pay all or part of the student's expenses while he is attending.

DECA/Management Programs are unique among cooperative education programs in having a National Leadership Conference, DECA. Students who are outstanding at the state level may attend if funds are available. This provides incentive for the individual student to put forth an "all out" effort in both his academic work and his employment. Winners also bring honor to their colleges and communities. (12)

[illegible] Employer-Employee Banquet. This big social event of the year is usually held in the late spring. At this time an effort is made to honor and entertain the employers and other individuals who have assisted in the training of the student. Here a public relations emphasis, and goodwill for the Mid-Management Program can be generated at this affair.

Evaluation

It is essential that provisions be made for continuous evaluation of the operation and development of the Mid-Management Program. Evaluative information can be used to modify and improve the program as well as to measure and publicize the achievements of the college and its graduates.

The goals and/or objectives of the Mid-Management Program become the focal point in evaluation. The following statements, presented as "Evaluative Criteria", may be of guidelines for evaluating the Mid-Management Program. (10)

Administration

1. Policy

To guide student progress in distributive education in the junior college institution, clearly formulated policies are needed. Policies and objectives should be designed to meet the needs of the student in obtaining and pursuing gainful employment in distribution and marketing.

( ) Are objectives reviewed periodically, or at periodic intervals?

( ) Are adequate are the administrative provisions for the distributive education department?

( ) [illegible]

( ) [illegible]

( ) [illegible]

( ) [illegible]

( ) [illegible]

5. [illegible]

[illegible]

( ) [illegible]

( ) [illegible]

( ) [illegible]

5. Review and Development

Evaluation and subsequent changes to improve distributive education must be an accepted part of the institution's philosophy if quality education is to be continuously provided.

( ) To what degree is the program of evaluation organized?

( ) To what extent are recommendations in evaluative studies used to develop the curriculum?

( ) To what degree are evaluative studies received and reported to the administration, advisory committees, guidance counselors, and other interested parties?

( ) To what extent is an organized and functioning program of public information maintained to keep potential employers and the general public informed of the services available through the department?

( ) To what degree do business people in the community show an interest in and a desire to cooperate with the distributive education department?

Instruction and Training

The Mid-Management Program consists of classroom instruction and supervised occupational experience designed to prepare persons for gainful employment in the field of marketing. Emphasis is placed on the development of specific knowledge and skills necessary for successful participation in a marketing occupation.

( ) To what extent is evaluation an integral part of the teaching-learning activities?

( ) To what degree are students developing attitudes, knowledge and skills commensurate with the requirements of their occupational objectives?

( ) To what extent is periodic evaluation made to determine the degree to which students are attaining the objectives of distributive education?

( ) To what extent do the students participate in their own evaluation?

( ) To what extent are graduates employed in the type and level of occupations for which they were trained?

( ) To what extent do employers approve of the ability of students who have completed the curriculum?

Instructional Staff

A competent staff is one of the indispensable elements of an effective distributive education curriculum. The staff should be composed of a cooperating group of individuals dedicated to common goals and objectives.

( ) How extensive is the academic preparation and occupational experience of the staff?

( ) How adequate is the staff's understanding of the educational and guidance needs of students?

( ) To what extent does the staff keep up to date with present business conditions and resources of the area?

( ) To what extent is the staff aware of current developments in vocational education and distributive education?

( ) To what extent does the staff employ effective but varied and innovative teaching methods?

Curriculum

1. Courses

The courses included in the Mid-Management curriculum should provide instruction in prescribed areas of learning whereby the student can

develop the competencies demanded in the pursuit of his occupational objectives.

( ) How adequate is the course content and the variety of offerings in terms of student needs and opportunities for employment?

( ) To what extent are courses and curriculum adjusted to current conditions and procedures in marketing?

( ) To what extent are some resources utilized in developing learning situations and standards of achievement?

( ) To what extent are reference books, periodicals, catalogs, and pamphlets consistent with current marketing and distribution practices?

( ) To what extent are individual differences considered in selecting, planning, and conducting instructional activities?

( ) To what extent are the offerings in the distributive education department organized into a unified program.

2. Occupational Experience

Occupational experiences should provide direct business contact whereby the student may personally observe and participate in the application of classroom studies in the business world.

( ) To what extent are a variety of training experiences in marketing available to students who need and can profit from such available participation?

( ) How effectively is occupational experience correlated with classroom instruction and the career objective of the student?

( ) To what extent does the occupational experience supplement and strengthen the classroom instruction?

( ) To what extent do the training and experiences offered parallel present conditions and procedures, and anticipate trends in employment?

( ) To what degree is occupational experience provided according to a regular schedule?

6. Club Program

The club program is designed to provide additional learning experiences in all areas of competency but especially personal and leadership development.

( ) To what extent does the local club participate in the activities of the state VOAE and national VICA program?

( ) To what extent does the club program provide an opportunity for the development of leadership, responsibility and participation in group activities?

( ) To what extent does the club program utilize resource people in the community?

( ) To what extent does the club program contribute to the goals of the junior college and those of the local community?

( ) To what extent does the club program extend the classroom instruction and occupational application?

Facilities

The junior college facilities consist of instructional and staff facilities. The instructional facilities should provide for large group, small group, and individual instruction procedures. Laboratories and practice facilities should be appropriate to the curriculums offered.

( ) Sufficient space is provided in the classrooms and offices to handle student enrollment and staff size.

( ) Each student has an assigned area for register use that is equipped in keeping with his occupational goal.

( ) Classroom and laboratories are designed to create an environmental setting similar to that which the student can expect in his life employment.

( ) Adequate and conveniently arranged storage space is provided in both instructional and staff facilities.

( ) Staff facilities are designed and equipped to permit effective work procedures including staff and student counseling.

Supporting Services

The junior college institution provides the distributive education department with supporting services which facilitate the work and aid in attainment of the department's objectives.

( ) Institution-wide services are provided to the distributive education staff to the same degree of availability and effectiveness that is given other departments.

( ) Inter-departmental services, such as the provision of special courses, are jointly arranged and scheduled.

( ) The library contains reference material for all courses in marketing and distribution and makes materials readily available to students.

( ) Guidance and counseling services are continuously available to students, before, during, and after their enrollment in the institution.

[redacted]

[redacted]

1. [redacted]
2. [redacted]
3. [redacted]
4. [redacted]
5. [redacted]
6. [redacted]

[illegible]

[illegible]

[illegible]

What prompted your interest in this program? _____

_____

What college subject do you like best? _____

Why? _____

In what extracurricular activities have you taken part? _____

_____

In what subject do you make your best records? _____

_____

Do you intend to transfer to a senior college? _____

_____

What college subject do you like least? _____

Why? _____

Will you have to work your way through college? _____

_____

Enlarge time activities: _____

_____

ADDITIONAL INFORMATION

Are you interested in (a) getting a job? _____ or (b) waiting for

future work? _____

If you have ever been employed, fill in the following; if not, list one

or more persons other than relatives for character references:

Employer or Character Reference Address Date Type of Work

_____

_____

_____

_____

Is there any type of exemption to your license available? Yes/No_____

Yes/No_____ Yes/No_____

Have you a preference for any company in which you would like to be placed?

Why?_____

Do you have any means of contacting this company?_____

Who?_____Title_____

I (full), to the best of my ability, fulfill all obligations to the company, including cooperation of procedures and maintaining of a satisfactorily scholastic standing.

_____

Student's Signature

Mid-Management Program

_____ Junior College

OCCUPATIONAL TRAINING AGREEMENT

Student_____ Period of Training_____

Place of Work_____ Occupation_____

_____

Department_____ Length of time in department_____

Activities to be performed_____

_____

Evaluation of activity performed_____

_____

Student comments_____

_____

_____

Department_____ Length of time in department_____

Activities to be performed_____

_____

Evaluation of activity performed_____

_____

Student comments_____

_____

_____ _____ _____

Signature of Employer Signature of Student Signature of Coordinator

_____ Junior College

Hotel Management Internship Agreement

This agreement is into between the Student-Employee, the Employer and the _____ Junior College.

The purpose of this agreement is to provide work-study training for the Student-Employee by the cooperative activities of the Employer and the College. The Employer will provide paid, planned work experiences, and the College will provide college academic instruction and coordination. The student will maintain standards of work and study performance provided by the Employer and the College.

It is further agreed the period of the internship is from _____ through _____. This understanding does not prevent the Employer from terminating the employment of the Student-Employee for cause. This agreement will become invalid should the student withdraw from College.

The starting rate of compensation for the Student-Employee will be $_____ per hour.

Student-Employee's Name _____

Home Address _____

Phone _____ Age _____ Student Number _____

Signature _____

Employer _____

Employer Address _____

Supervisor _____

Student-Employee's Supervisor _____

Signature _____

_____ Junior College

_____, Florida

Signature _____

_____

Distributive Education Coordinator:
Business Address:

Home Address:
Phone:

[illegible] ASSESSMENT

Mid-Management Program

_____ Junior College

Name: [illegible]

To: _____

RE: _____

Your unconditional acceptance of this student's character will be an important factor in deciding if he or she will be permitted to enroll in the Mid-Management Program. It will be greatly appreciated if you will please check the appropriate blanks.

	Unsatis-factory	Average	Above Average	Out-standing
Personal Cleanliness and Grooming				
Promptness and Punctuality				
Personality				
Initiative				
Ability to work up to capacity				
Ability to follow instructions				
Dependability				
Truthfulness				
Honesty				
Quality of work				
Quantity of work				
Attitude toward criticism				
Overall level of maturity for age				

For remarks, use back of paper. Please return this report as soon as possible so that the application may be processed. (Mail box in office) Thank You.

_____ _____ _____

Signature of Instructor Subject Area Room

EVALUATION REPORT

Employer's Rating Sheet for Student-Employees

_____ Junior College Mid-Management Internship Program

Date_____

EMPLOYER_____

DEPARTMENT OR DIVISION_____

RATED BY_____TITLE_____

STUDENT-EMPLOYEE_____

_____

INSTRUCTIONS: Please evaluate the Student-Employee by placing check marks in appropriate columns and using the remarks section for your comments.

Column Designation:

A - Excellent B - Good C - Average D - Below Average

QUALITY	DESCRIPTION	A	B	C	D
COMPREHENSION	Ability to understand and carry out instructions. Ability to see his job in relation to department and entire organization.				
DEPENDABILITY	Ability to follow through as directed; plus reliability of decisions in his area of responsibility. Punctual and prompt.				
INITIATIVE	Self starting ability. Originality; plus willingness to assume responsibility.				
COOPERATIVENESS	Ability to get along with co-workers and supervisors, and those he might supervise. Ability to accept suggestions and criticism. (Likableness).				
CUSTOMER-RELATIONS	Pleasant and courteous. Sincerely attempts to determine customers needs and desires, and satisfy them by selling appropriate merchandise and arranging for correct services.				
CLERICAL AND MANIPULATIVE COMPETENCY	Ability to compute, figure or calculate. Accuracy and legibility of sales and inventory records. Ability to correctly weigh, measure, and count. Ability to use sales and office machines, etc.				
TOTAL PERFORMANCE	Sum total of desirable qualities, including acceptable quality and quantity of work accomplished.				
APPEARANCE					
PERSONALITY					

Mid-Management Program

_____ Junior College

Student-learner Rating Sheet

Teacher-Coordinator	Grade Period	Name of Student

Telephone:
College_____

Home _____

_____
Training Station

_____
Sponsor

The Mid-Management Program is a cooperative effort between business and the college. This rating sheet will furnish a means by which the business and the college may cooperate in rating the performance of the trainee, to help the teacher-coordinator to determine a proper grade for the training period, and in counseling with trainee.

Please indicate on the scale below your estimate of the trainee's performance in relation to his personal ability or the needs of the job. (EXAMPLE: If "courtesy habits" would be rated by you about average, consider 80 as average and place an X mark on the solid scale line where you would rate the trainee numerically)

	100	90	80	70	60
PERSONALITY					
1. Courtesy habits					
2. On the job sincerity					
3. Appearance suitable to work					
4. Habits of honesty (time, money, stock					
5. Cleanliness habits					
6. Getting along with customers					
WORKING HABITS					
1. Initiative					
2. Accuracy					
3. Ability to follow directions					
4. Promptness					
5. Getting along with fellow workers					
BASIC FUNDAMENTALS					
1. Merchandise Information					
2. Arithmetic					
3. Speech, ability to convey ideas					
4. Written communication (writing)					
5. Sales ability (if applicable)					

NOTE: Please use the back of this rating sheet for any additional comments which may be helpful in advising the trainee how his work can be improved.

Thank you.

Student

Coordinator

MID-MANAGEMENT
EMPLOYERS' RATING SHEET

Place of Employment

Supervisor

Will you please rate the above student on the following traits.
as you have observed during his or her employment.

(5 outstanding; 4 above average; 3 average; 2 below average; 1 very poor)

	RATING					
	1st 6 wks.	2nd 6 wks.	3rd 6 wks.	4th 6 wks.	5th 6 wks.	6th 6 wks.
PROGRESS ON JOB	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
PUNCTUALITY Each day on time and ready for work	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
APPEARANCE Compare with other employees	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
ATTITUDE General cheerfulness & courtesy	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
RELIABILITY Completes assigned task in an acceptable manner.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
INDUSTRY Works busily to the best of his or her ability.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
APTITUDE Shows ability to learn and to apply knowledge on the job.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
INITIATIVE Is able to see things that need to be done.	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

REMARKS or SUGGESTIONS:

1.
2.
3.
4.
5.
6.

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